Year 9 Curriculum Guide
2016
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## Semester One:

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<td>HORIZONS INITIATIVE UNITS</td>
<td>ELECTIVE UNIT x 1</td>
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## Semester Two

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<th>ENGLISH SEAL</th>
<th>MATHEMATICS SEAL</th>
<th>SCIENCE SEAL</th>
<th>LANGUAGES FRENCH OR INDONESIAN</th>
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<td>HEALTH &amp; PHYSICAL EDUCATION</td>
<td>HORIZONS INITIATIVE UNITS</td>
<td>ELECTIVE UNITS x 2</td>
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<td>SEAL HISTORY</td>
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**ELECTIVE PROGRAM**

- Art
- Asia and the World: China
- Ceramics
- Dance
- Drama
- Forensic Science
- Food
- Literature Extension
- Advance Life Saving
- Media Studies
- Music
- Photography
- Sport’s Academy
- Digital Media
- Textiles
- Visual Communication and Design
- Wood
"Creating reflective, independent learners through innovative curriculum and leadership opportunities."

The Year 9 Program at Sandringham College, Horizons, is unique. It is designed to engage and inspire our students by providing opportunities for rich, relevant and real learning, choice and negotiation, physical challenge, hands-on activities, teamwork and leadership.

The overarching theme of Horizons is “My Self, my world”.

**HORIZONS CURRICULUM UNITS**

Throughout Semester One, the studies of Science, Humanities and Health are integrated, enabling students to explore key concepts in greater depth and breadth. Students start the program exploring how they learn and analysing who inspires them before setting goals for the semester and year ahead.

In Term One, students will explore the ‘My SELF’ aspect of Horizons and examine “How do we make connections?” In Term Two, whilst exploring ‘My world’, students will examine “Are we all on equal footing?” This program is linked with the College 3i’s Instructional Model (instructional, independent and interdependent learning). It aims to build students independent and interdependent skills so they are well prepared for both further studies and the workplace. It enables students to synthesise information across the curriculum areas, allowing a greater understanding of their studies.

In Term Two, students will complete an Extended Research Project through which they will produce an in-depth study into an area of their choice. They will carry-out primary and secondary research, analyse the data and evaluate their results before presenting their information at the Year 9 ERP Expo.

**HORIZONS INITIATIVES UNITS**

These units are designed to motivate, engage and inspire our Year 9 students.

The program’s guiding values: Community, Care and Challenge, teach students about the environment, the broader community and their place within it. Initiative units are linked to the Horizons theme of “My Self, My World” and will allow students to choose what is interesting and relevant to them as well as providing a structured approach to the development of sound values and citizenship.

Initiatives is unique to this year level and incorporates day-long, intensive learning sessions which are often off-campus as well as shorter sessions held at school. Students are encouraged to work in teams and to take a problem solving approach, investigating real life situations and taking action to make a positive difference to their lives or the lives of others.

The Initiative units incorporate skills, knowledge and understanding from a range of curriculum areas.
YEAR 9 PROGRAM
OVERVIEW

DEPTH AND BREADTH

During Years 7-10, Sandringham College provides a sequential curriculum that meets the needs of all students. The program offers a range of experiences in sufficient breadth and depth so that students can continue their education through to Year 12 and beyond.

PROGRAM STRUCTURE

At Year 9, students experience a combination of compulsory and elective units. Students are required to study units from all of the Curriculum Domains. Within this, students have the opportunity to choose electives each semester. These are selected from across the Domains. Students must undertake at least one unit from the Arts and one unit from Technology during the year.

Each week, a student’s program will consist of:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Per Fortnight</th>
<th>Semester Two</th>
<th>Per Fortnight</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>8 periods</td>
<td>English</td>
<td>8 periods</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8 periods</td>
<td>Mathematics</td>
<td>8 periods</td>
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<tr>
<td>LANGUAGES: French or Indonesian</td>
<td>6 periods</td>
<td>LANGUAGES: French or Indonesian</td>
<td>6 periods</td>
</tr>
<tr>
<td>Horizons Curriculum Units: Science, Humanities and Health</td>
<td>18 periods</td>
<td>Health and PE</td>
<td>6 periods</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4 periods</td>
<td>Humanities: History and Economics</td>
<td>6 periods</td>
</tr>
<tr>
<td>Horizons Initiatives Units</td>
<td>10 periods</td>
<td>Science</td>
<td>6 periods</td>
</tr>
<tr>
<td>Electives</td>
<td>6 periods</td>
<td>Horizons Initiatives Units</td>
<td>8 periods</td>
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<tr>
<td></td>
<td></td>
<td>Electives</td>
<td>12 periods</td>
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SUBJECT AVAILABILITY

Students and parents should note that although a range of units is offered in each Domain for 2016, the actual units which will be taught depend on student demand, class sizes and availability of staff. Every effort will be made to arrange a program that meets the initial choices of students but where difficulties occur, students will be counselled, parents informed and alternatives offered. Each student's program will be developed after consultation with Parents, Teachers and Coordinators.
Students can choose from the following electives. Each elective will have three periods per week. Students are required to undertake at least one Arts and one Technology elective during the year.

**English**
- Literature Extension

**Science**
- Forensic Science

**Health and PE**
- Advance: Life Saving
- Sport’s Academy

**Humanities**
- Asia and the World: China (1750-1918)

**The Arts**
- Art
- Ceramics
- Dance
- Drama
- Media Studies
- Music
- Photography
- Visual Communication and Design

**Technology**
- Digital Media
- Food
- Textiles
- Wood

**SUBJECT CHARGES**

Students undertaking the studies listed below will be charged for materials and the use of expensive specialist equipment provided by the school. This charge is in addition to any equipment or book listed items students may need for the course. For the cost per student for providing these materials and specialist equipment, please refer to the subjects and levies sheet.

<table>
<thead>
<tr>
<th>Art</th>
<th>Media</th>
<th>Textiles</th>
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<tr>
<td>Ceramics</td>
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<td>Food</td>
<td>Sport’s Academy.</td>
<td>Wood</td>
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<tr>
<td>Advance Lifesaving</td>
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YEAR 9 PROGRAM

YEAR 9 OVERVIEW

The Challenge Camp is an important part of the Year 9 Program and all students are expected to attend. Further details about the Camp will be provided in Term 1 of 2016.

HOMEWORK AND STUDY

Homework benefits students by complementing, consolidating and extending classroom learning and fostering good study habits. Homework is integral to most subjects and:

- supports and extends classroom learning
- develops positive study habits
- develops a responsibility for self-learning
- develops organisation and planning skills
- supports the links between home and school.

Regular homework is an important part of the Year 9 Program. In Year 9, students can expect to be doing up to 90 minutes of homework per weeknight. Work may also be set during weekends and school vacations. Parents should encourage and support students to complete homework by providing a suitable environment that is free of distractions such as the television, mobile phones and iPod. It is also advised to monitor use of iPads and other devices.

STUDENT ORGANISER

Student success and achievement depends on keeping up with class work, completing homework and submitting assignments on time. The Student Organiser plays an important role in helping students organise their work and is used to record homework and due dates for assignments and the like for each subject. The Organiser is not a personal diary and students are expected to keep their Organiser up to date. Parents will be expected to check and sign the Organiser on a weekly basis.

HOMEWORK CLUB

Homework club runs in the Library two week nights, between 3pm and 4pm.

NATIONAL AND LOCAL COMPETITIONS

Students are encouraged to enter competitions in:

- Science
- English
- Mathematics
- Languages
- Humanities
- Geography
- Dance
- Arts / Film
CO-CURRICULAR AND CHALLENGE ACTIVITIES

Students are provided with opportunities to participate in additional curriculum related activities including:

- College Production
- Writing Competitions
- College Band
- Community Performances
- Instrumental Music Tuition
- Public Speaking
- Music Concerts
- Winter Dance
- Sandy Feet

PROMOTION TO YEAR 10

The College has developed a Promotions Policy as part of its commitment to ensuring that all students achieve to their fullest potential. The expectation is that students will pass all of their subjects. In deciding whether a student is to be promoted to Year 10, the following will be considered:

- the number of subjects successfully completed
- the student’s English and/or Mathematics results
- the student’s attendance during the year. Attendance below 90% without appropriate explanation is of concern
- the student’s attitude to their studies. This is indicated by behaviours such as completion of work on time, preparedness for class, respect for the rights of others to learn and punctuality.

In the situation where a student’s progress is of concern, the Year 9 Student Manager will convene a meeting with the student and his/her parent(s) to discuss the progress of the student and outline the possible outcomes for the following year. In the case where the Student Manager has a major concern, the Campus Principal may be involved in the discussions with the student and his/her parent(s).

At the meeting, possible options for the student will be explored.
YEAR 9 PROGRAM

SEMESTER ONE: HORIZONS

ENGLISH

This unit of work engages and motivates all students using personalised, inquiry-based curriculum based on active learning. It explores the self and how we perceive our identity within both local and global contexts. Students look at how our heritage, language, family and local community influence the development of self. Students will also review wider Australian culture and how they view themselves as a Global Citizen. Students may study film such as ‘The Turning’ and the documentary ‘Being Australian’. There will also be the opportunity to go on a learning expedition such as an excursion to the Immigration Museum and explore what it means to be part of both a local and global community and how others create a sense of identity and community connection.

ASSESSMENT

- Oral presentation, PowerPoint or display folder
- Research report on Family history
- Investigation of cultural Stereotypes
- Text study and response

HORIZONS CURRICULUM UNITS: SCIENCE

In Term One, students will learn about how organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. Students explore how the requirements for life are provided through the coordinated function of body systems such as the nervous and endocrine systems and research disorders of the nervous system.

Term Two focuses on Ecosystems. Students learn that ecosystems consist of communities of interdependent organisms, analyse the abiotic components of the environment and investigate how matter and energy flow through these systems.

ASSESSMENT

- Topic tests
- Assignments
- Homework tasks
- Practical investigation and analysis
- Projects
- Presentations
In Term One, students will focus on Geographies of Interconnections. Every text, call, purchase or trip we make connects us to information, other people and places. This interconnection is influenced by people’s views or perceptions of these places. Our consumption of goods and services and our travel, recreational and cultural choices all have impacts on the environment. This has implications for future sustainability.

In Term Two, students will explore Biomes and food security. The focus is on investigating the role of the biotic environment and its role in food and fibre production. We will examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

The course will be inquiry and field based with students undertaking field trips to the city, outer suburbs and within the local community.

**ASSESSMENT**

- Completion of research tasks
- Collection and analysis of data
- Tests
HEALTH AND PHYSICAL EDUCATION

This program involves activities that focus on Instruction, Independence and Interdependence. Elements of the program include physical activities that develop strategic skills, decision making, motor skill acquisition and coaching.

Activities may include:

- Handball
- Lacrosse
- Football
- Soccer
- Hockey
- Netball
- Basketball
- Fitness Training

ASSESSMENT

- Class participation
- Peer assessment
- Self-assessment
- Teacher assessment
- Assignments
- Test

MATHEMATICS AND LANGUAGES

Both Mathematics and Languages are subjects that require sequential learning experiences. To maximize student outcomes these programs will follow the progression as taught in core.
English is compulsory for all students for both Semesters. If students wish to study extra English, they may also choose the Literature Extension elective. The study of English follows the guidelines of the AusVELS. It aims to develop students’ writing, reading, speaking and listening skills. It also fosters an appreciation of literature and encourages students to think critically and communicate effectively. The course consists of the following four areas:

Text Response
To foster an appreciation of literature from a wide range of stimuli
- Novels, poetry, and short stories
- Issues and media analysis
- Plays, film and media

Writing Styles
To develop an understanding of writing purpose and audience in the following modes:
- Creative
- Informative
- Persuasive
- Analytical

Language Development
To develop skills which will enable students to communicate effectively through the following:
- Comprehension
- Argument assessment
- Vocabulary extension
- Language exercises

Oral Skills
To encourage the development of confidence and competence with spoken English through:
- Discussion and reporting
- Interviews
- Debates
- Speech making

ASSESSMENT
Assessment will be made on the basis of successful completion of all work requirements relating to the four course components:
- Text response
- Writing styles
- Language development
- Oral tasks
All students will study Mathematics in both Semesters. In Semester 1 and 2 the Year 9 Mathematics course provides a strong foundation in Number and Algebra, Measurement, Geometry, Statistics and Probability.

The program will be selected from the Australian National Curriculum topics:

- Number and Algebra: Indices, Algebraic Applications, Business Mathematics, Linear Equations and graphs, Simultaneous Equations and Quadratic Functions and Parabolas
- Measurement and Geometry: Pythagoras’ Theorem, Trigonometry, Geometry, Measurement
- Statistics and Probability

The course will aim to develop the following mathematical skills and understanding:

- Understanding of different forms of measurement in one, two and three dimensions and application to real life situations
- Introduction of further algebraic skills and the use of algebra in real life problem solving activities
- Collection and analysis of statistical data
- Efficient use of calculators as an aid to solving problems
- Ability to communicate and report on the mathematical process used in problem solving, both in written and mathematical form.

**HOMEWORK**

To compliment work completed in class, students will be required to:

- Complete class exercises/activities
- Revise work and prepare for assessment tasks
- Complete projects and investigation tasks

**ASSESSMENT**

Student knowledge and understanding will be assessed through:

- Participation in group and class activities
- Maintenance of a well organised workbook
- Reporting on practical tasks and projects
- Completion of problem-solving activities
- Completion of homework tasks
- Topic tests

The use of Scientific Calculators and the development of knowledge of computer applications is an important part of the Year 9 Mathematics course. Further details about the calculator will be available in the Year 9 booklist.
Science is compulsory for all students for both Semesters.

Science covers scientific concepts from each of the disciplines of Physics, Chemistry, Biology and Earth Science appropriate to Year 9. The focus is on Science in context and the development of research, reporting and problem-solving skills.

Science and its applications are part of everyday life. Science education develops students’ abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way science is applied and how scientists work in the community. It helps students make informed decisions about scientific issues, careers and further study.

The program addresses the four strands: Chemical Science, Physical Science, Earth & Space Sciences and Biological Science; each with its characteristic scientific knowledge and ideas.

Topics include:
- Atomic theory and matter
- Chemical reactions
- Behaviour and properties of light and sound
- Plate tectonics

The program assists students to:
- Acquire scientific skills and conceptual knowledge
- Acquire and use the skills of scientific investigation, reasoning and analysis to ask questions and seek solutions
- Develop flexibility, curiosity, critical reflection, respect for evidence and ethical considerations
- Recognise and understand the strengths and limitations of Science
- Be able to interpret and communicate scientific ideas effectively
- Appreciate the dynamic role of Science in social and technological change

**ASSESSMENT**
- Topic tests
- Assignments
- Homework tasks
- Scientific investigation and analysis
- Projects
- Presentations
HEALTH AND PHYSICAL EDUCATION

This course incorporates physical movement and health promotion. Practical activities will focus on fitness testing including ‘Survival of the fittest competitions’, ‘Sport for All’ and ‘Team Games Skill Acquisition and Coaching’. Health topics will include Fitness, Nutrition and Harm Minimisation.

ASSESSMENT

- Class participation
- Peer assessment
- Self-assessment
- Teacher assessment
- Assignments
- Tests

HUMANITIES

The Year 9 History course is titled ‘The Making of the Modern World’. It provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914-1918, the ‘war to end all wars’. Key Inquiry questions include:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What effects did colonisation have on Indigenous Australians
- Was Ned Kelly a victim, villain or hero?
- What was the significance of World War I?

ASSESSMENT

- Research
- Analytical exercises
- Tests
Languages are compulsory for all students in both Semesters. The study of a Language has two dimensions, communicating in a language other than English and intercultural knowledge and language awareness. Language studies at Year 9 continue to develop the four language skills of listening, speaking, reading and writing in French and Indonesian. They also aim to increase the students’ awareness and appreciation of cultural, geographical and historical aspects of French and Indonesian speaking communities. Skills are developed through various classroom activities using a range of multimedia. The Language study at Year 9 may include the following topics:

**FRENCH**

Health and wellbeing; describing people; food and recipes; talking about future plans; offering, accepting and refusing invitations; describing houses and apartments; talking about housework and pocket money; likes and dislikes.

**INDONESIAN**

Extension of topics introduced in Years 7 & 8: our environment, shopping and bargaining; the world of work; weekends and leisure activities including sport; holidays; celebrations and ceremonies, asking and giving directions and places around town.

**ASSESSMENT**

- Workbook exercises
- Role plays and oral presentations
- Participation in general conversation
- Listening and reading comprehension tasks
- Projects and assigned work
- Tests
In the Year 9 SEAL course, students will be stimulated and challenged in an environment where they strive to achieve excellence. Students will participate in cooperative learning tasks and will enjoy working with like-minded students. Students’ prior knowledge will be consolidated and they will be encouraged to reflect on what they have learnt. Further development of these skills will be pursued through extension and enrichment activities.

* SEAL students are selected by external testing and/or teacher recommendation.

**SEAL MATHEMATICS**

Within the Mathematics component of SEAL, the students will develop advanced skills in Algebra and further enhance their problem solving skills. As well as revising Year 9 work, students will be extended by studying some of the Year 10 Mathematics topics. Graphing Software and the Classpad Calculator will be introduced as mathematical tools to students so that students are well prepared for future studies in Mathematics.

**ASSESSMENT**

- Participation in group and class activities
- Maintenance of a well-organized workbook
- Reporting on practical tasks and projects
- Completion of problem-solving activities
- Completion of homework tasks
- Topic tests

**SEAL SCIENCE**

Within the Science component of SEAL, the students will cover varied concepts within the Year 9 Science Program including Chemistry, Physics and Biology. Students will investigate and research topics in depth to gain a thorough understanding of the issues explored. Students will be encouraged to explore what is around them and will undertake extended research projects within the major branches of Science.

**ASSESSMENT**

- Topic tests
- Homework tasks
- Scientific reports about experiments
- Projects
- Presentations
In SEAL English, students will engage with a range of challenging texts which extend them beyond the standard Year 9 course. They will develop advanced skills in language use and literary interpretation through units on persuasive language, Shakespeare and film. In Year 9, the SEAL English course begins Year 10 level work, which aids students’ preparation for VCE English.

**ASSESSMENT**
- Class participation
- Written text responses
- Oral presentations
- Language analysis tasks
- Persuasive and creative compositions

In SEAL History, students explore the Year 9 History topics in greater depth and detail. Independent investigation and case studies are encouraged, as students are supported to apply high-level critical thinking skills to their study of ‘The Making of the Modern World’. Students develop advanced skills, including source analysis, interpretation of historical documents and varying perspectives on history.

**ASSESSMENT**
- research
- independent case study
- analytical exercises
- tests
ENGLISH LITERATURE

This unit is designed to introduce students to a wider range of contemporary and classical literary works than can be provided in the core. It will expose students to a diversity of authors, styles and themes. Students will be expected to read independently, discuss and analyse ideas and respond personally to the texts. Students must be keen and independent readers and all novels are to be read at home. Students require a desire to learn from the experiences and insights of others.

ASSESSMENT

- One key writing task on each text
- Major poetry assignment and presentation
- A number of minor writing tasks

FORENSIC SCIENCE

This unit introduces students to the ways in which forensic scientists analyse evidence for criminal and other legal proceedings. Students will undertake chemical, physical and biological tests on hair, other fibres, fingerprints, soil etc. These analyses, along with observation and research, will be used to make hypotheses and draw conclusions.

ASSESSMENT

- Class notes and worksheets
- Research projects
- Experiments
- Case studies
ADVANCE LIFESAVING

The Advance course operates for one semester. It involves working with Lifesaving Victoria as a community partner. Students undertake a Bronze Medallion Course, a First Aid and CPR certificate. They will be learning lifesaving skills at Sandringham Lifesaving Club. The Advance Learning Modules that must be covered are Community, Communication and Project Management. Students may be involved with practical water based activities such as snorkelling, sea kayaking, sailing and surfing.

ASSESSMENT

- Active participation in practical sessions
- Theory assignments
- Tests
- First Aid exam
- Lifesaving – Completion of the Bronze Medallion
- Involvement in the Advance Lifesaving Carnival

SPORTS ACADEMY - ATHLETE DEVELOPMENT

In the Year 9 Sports Academy program, students will undertake an elective in Athlete Development. This program will focus on building the physiological and psychological capabilities of all students. Within the Athlete Development program, the students will undertake a physical preparation program. They will focus on acquiring skills and knowledge within the context of a holistic enhanced sporting program. Students will have access to guest speakers and sporting role models. Students who elect to do this subject will be considered a member of the Sandringham Sports Academy and will have access to the Specialist Coaching in various sports. This elective is non-sport specific, catering for all students.

ASSESSMENT

- Participation in group and individual training activities
- Completion of homework tasks
- Assignments
- Tests
Today China has the world’s second largest economy and is Australia’s most important trading partner. This unit looks at the rise and fall of the Qing dynasty and how Foreign ignorance of China’s Confucian-based culture, and China’s long isolation from the rest of the world, resulted in more than a century of strained international relations. Areas of study include Confucianism, The Opium Wars, the Boxer Rebellion and the rise of the Chinese Communist Party. This is an engaging unit for students with a curiosity about the world and those wishing to enhance their Historical Skills.

ASSESSMENT

- Research
- Analytical exercises
- Tests

In this unit students will develop their artistic skills and express ideas in the design, creation and presentation of 2D and 3D artworks. Within a term students may work on one of the following topics:

- Sustainable art: developing understanding of the concept of sustainability by using sustainable materials.
- Aboriginal and Torres Strait Islander art: explore Aboriginal and Torres Strait Islander art-making practices in Australia.
- Asian art: explore the art forms of the Asia region.
- Art and Identity: students develop their own personal style and symbols in their art making and reflect on their own lives for inspiration.
- Art and the Environment: investigate local and wider environments such as Melbourne and the Bayside Art Trail.

Students will use these topics as inspiration for drawing, painting and/or sculpture. While the emphasis is on practical work, students will research contemporary and traditional artists and view artworks first-hand where possible. Students will demonstrate the ability to engage in independent and collaborative project tasks.

ASSESSMENT

- Folio of finished artwork
- Artist research assignment
- A visual diary of design sketches and evaluations
- Independent and collaborative skills
- Participation in required activities such as excursions and workshops
ELECTIVE STUDIES

THE ARTS

CERAMICS

This Unit will allow students to build on previous skills. Students will:

- Refine hand-building skills using moulds, slab, pinch and coil construction
- Developing a range of decoration techniques including oxides and layered coloured glazes and underglazes as well as Japanese
- Transfer paper
- Produce fused glass pieces using professional quality Bullseye
- (time permitting)

ASSESSMENT

- Evaluation of products
- Workbook containing research work, safe work practices, techniques and drawn ideas
- Research assignment.

DANCE

Students involved in Sandringham College Academy of Performing Arts / Dance (SCAPA Dance) participate in extra dance technique classes in Contemporary and ballet whilst also completing their full academic program. Students also undertake a physical conditioning program incorporating Pilates and the ballet Torque Body System. They have the opportunity to participate in a supplementary program which includes extra Ballet, Jazz and Acrobatics.

All of the classes are taken by professional and ex-professional dancers and teachers who are experts in their field.

The program aims to:

- provide a high quality academic program and specialised dance training for talented young dancers
- offer a high quality physical conditioning program to help develop healthy, strong, safe and efficient dancers
- provide the highest possible training delivered by industry professional and ex-professionals
- offer students every opportunity to establish a career within the creative arts industry
- provide support and consultation to students with regards to their individual training, physical and mental health, academic success, career pathways and time / stress management
- provide students with a range of performance and audition opportunities

Entry into the program is by audition only.

Please contact Meghan Lee at lee.meghan.j@edumail.vic.gov.au for a 2016 application form.
ELECTIVE STUDIES

ARTS

DRAMA

In this unit students continue to develop their expressive skills for performance. Students engage in a range of workshops on various theatrical styles. They produce extended theatre pieces based on these skills. Students develop skills in characterization and non-naturalistic theatrical forms. They will view performances where applicable in order to refine their capacity to analyse theatre.

ASSESSMENT

- Research reports
- Peer and self-evaluations
- Performance reviews
- Performance presentations
- Participation in class workshops

MEDIA STUDIES

In this unit students critically analyse media products from a range of mass media sources. Students will experiment with the basic conventions of film-making using video cameras, sound equipment and editing software. They will explore advertising, animation and music videos. Students will create their own media products.

ASSESSMENT

- Analytical tasks relating to specific media types
- A folio of samples documenting the skills, techniques and processes explored in the unit
- Peer and Self Evaluations
- The creation of Media products
ELECTIVE STUDIES

ARTS

MUSIC

The aim of the Year 9 Music program is to introduce a range of music activities that will enhance student skills through:

- opportunities to develop and explore instrumental skills through performance, rehearsal and practice
- an appropriate vocational and industry skill base
- a well rounded theoretical knowledge of music
- experience playing in ensembles and bands
- preparation for Year 10 and VCE Music Performance subjects

ASSESSMENT

- Performance – two pieces (one solo and one group piece) on a chosen instrument or voice
- Theory and Aural studies
- Research Assignment
- Composition
- Critical Thinking
- Analysis skills

PHOTOGRAPHY

This unit focuses on both practical and theoretical aspects of photography. Students will investigate the work of photographers and apply key techniques and principles to their own work. Through practical applications students will learn to compose effective images using analogue and digital SLR cameras. They will have the opportunity to develop black and white films and prints using a variety of tools and equipment. Students will also be introduced to basic digital imaging software. Students will develop an understanding of the power of a still image as well as the ways in which we can convey a particular meaning through our images.

ASSESSMENT

- Folio of work demonstrating skill development
- Final pieces
- A workbook outlining planning, choice of materials, production and evaluation
- Investigation exercises
ELECTIVE STUDIES
ARTS

VISUAL COMMUNICATION AND DESIGN

The Unit is related to the many possible careers in the design field such as Graphic and Architectural Design. It will provide students the opportunity to work to a Design Brief and follow the Design Process in a Visual Diary to produce such final outcomes as posters, illustrations and packaging.

If you enjoyed Year 7 VCD, this unit will enable you to continue to explore the language of Visual Literacy through the use of the Design Elements and Principles. Students will build skills in two and three dimensional drawing, incorporating the use of ICT, to produce and analyse final design outcomes.

ASSESSMENT

- Visual diary with research, development and reflection of ideas
- Final presentations
- Reflection and evaluation of design work
Technology subjects are part of the elective offerings. Students must choose at least one Technology elective.

**DIGITAL MEDIA**

The aim of Year 9 Digital Media is to introduce students to a range of software and hardware which allow them to create digital media forms which they see every day. Students will be introduced to the Adobe Creative Cloud products including: Photoshop, Illustrator, Flash and other software. Topics will include Digital Art, Animation, Print versus Web based products, Game design and a look at app design or web design. Many topics can be negotiated, depending on the group’s needs and focus.

**ASSESSMENT**
- Research Project on a negotiated digital media topic
- Digital Portfolio
- Practical and theory tasks
- Reflections, peer and self evaluation of products

**FOOD**

The Year 9 Food Technology course is aimed at young people who have a keen interest in nutrition and meal planning. Students will experience various ways of producing innovative and nutritious food items. The benefits of healthy eating are explored. Students will prepare food items for breakfast, lunch and dinner as well as prepare foods for special occasions such as Easter, Christmas, or a children’s birthday party. Incorporated into the course is food design and creativity where students have the opportunity to implement the design process for a range of contexts working both individually and in a team.

**Dietary Requirements:** Students individual dietary requirements will be enforced through recipe modification.

**ASSESSMENT**
- Design Briefs
- Food Production - Working individually and in teams to produce food items
- Workbook - Completion of classwork, homework and production evaluations
  - Evaluating and analysing production work
In this unit students will develop their design and practical skills with an emphasis on recycling of garments and/or materials to create a new item of clothing or accessory. A variety of different decorative and construction techniques using various materials will be explored prior to designing and remaking their product. Students will research examples of recycling textile items and of “upcycling”, “trashion” and “eco-chic”. Students will discover a range of designers who approach fashion design and textiles in a sustainable manner. Students will also be involved in learning to use a commercial pattern to create an individual textile item.

Through research, design and exploration students will be able to:

- Produce a design folio which develops their understanding of the design process
- Become more familiar with a variety of materials
- Develop research skills
- Develop design skills
- Develop new skills and explore a variety of techniques
- Design and produce textile pieces incorporating techniques investigated

**ASSESSMENT**

- Investigative research exercises
- Design folio
- Production
- Self and peer assessment of progress and finished products
This unit will continue to develop an understanding of the qualities of wood and the many different ways it can be shaped and joined which enables it to be used in a wide range of applications. Whilst theoretical concepts will be covered, emphasis will be placed on the concepts being covered in practical, hands on classes.

Areas that this course will focus on include:

- The creative design of products through the use of drawings and problem solving
- Correct and safe use of hand tools
- An introduction to the appropriate use of power hand tools
- An introduction to wood turning
- Continuation on the design and construction of joints
- An introduction to design ergonomics
- A greater understanding of simple technical drawings

ASSESSMENT
- Production of practical models that reflect concepts covered
- Folio of basic design ideas